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ABSTRACT

This course of study provides a framework for the content of a program in business education as part of the Alabama vocational education program. The course of study was designed to assist educators in developing and maintaining high quality vocational programs and to ensure uniformity of vocational programs. Following a description of the framework for business education, the guide lists topics and required student outcomes for core courses in the business program: accounting, keyboarding, business computer applications, business law, business mathematics/recordkeeping, keyboarding applications, office procedures, and rapidwriting. It also describes topics and student outcomes for optional courses in business principles and a continuation of rapidwriting. Minimum required content is outlined for the following modules: accounting, automated office systems, business communications, business economics, business law, business mathematics, business organization/business management, dictation/transcription, employment preparation and retention, entrepreneurship, keyboarding applications, leadership, mail handling and shipping, office procedures, recordkeeping, records management, and telecommunications. Notes on cooperative education and vocational student organizations complete the guide. (KC)

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Alabama Course of Study
BUSINESS EDUCATION

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BULLETIN 1990, No. 50

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Alabama Course of Study
BUSINESS EDUCATION

Wayne Teague
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BULLETIN 1990, NO. 59

ALABAMA COURSE OF STUDY
BUSINESS EDUCATION

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PREFACE

Federal legislation mandates that vocational education programs provide a coherent sequence of courses that include exploration of careers, understanding of basic family concepts, and preparation for employment.

Alabama Law, Act No. 84-234 in section 16-35-4 states:

> The state board of education, on the recommendations of the state superintendent, shall prescribe the minimum content of courses of study for all public, elementary and high schools in the state....

This course of study provides the framework for the content of a course and/or program in vocational education. The primary purpose of the course of study is to assist administrators and teachers in developing and maintaining high quality vocational programs that produce employable students with entry-level job competencies and students with basic family living skills. A secondary purpose is to add uniformity to vocational programs.

The core courses in this document contain student outcomes that meet the five characteristics of any course of study: basic, appropriate, reachable, reasonable, and enforceable. The outcomes dictate the content that is to be used in planning effective and comprehensive vocational programs.

The course of study is a foundation for each vocational education program. Local school systems are encouraged to add content to accommodate varying local patterns of organization, resources, and needs.

INTRODUCTION

Business Education is a broad, sequenced, comprehensive curriculum at the secondary level that provides instruction for and about business. Instruction in this program emphasizes business skills and techniques, an understanding of basic economics, and attitudes necessary to enable students to participate in a global economy as wage earners and consumers.

The basic skills of reading, writing, economics, and computing undergird all Business Education courses. The program includes instruction in creating effective oral and written communication; preparing and analyzing financial records; managing cash flow; operating appropriate equipment to process, store, retrieve, and distribute alphanumeric data/information; developing skills and knowledge related to interpersonal behaviors and economic literacy; and performing other consumer and business-related tasks needed to enter a business occupation and to advance to a position of responsibility.

Opportunities to develop and apply leadership, social, civic, and business-related skills are provided through Future Business Leaders of America (FBLA), the vocational student organization for Business Education students. As an integral part of the business instructional program, FBLA activities enhance classroom instruction. These activities directly relate to the major objectives of Business Education.

Major Program Objectives

Programs in Business Education are designed to:

1. Develop occupational skills necessary for initial employment and advancement in a business career.

2. Develop economic understanding needed for intelligent participation in our economic system and in an international business community.

3. Develop background information for further study in the field of business.

4. Develop abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.

A comprehensive business program has courses and/or modules that address all of the major program objectives.

Articulation With General Course Offerings

The major program objectives in Business Education necessitate that students have a basic command of the English language and a mastery of basic computational skills to succeed in selected business courses and/or modules.

In addition to the development of basic technical skills in Business Education, students interested in advanced study in business may enroll in optional business course offerings. Individual planning and counseling will assure students the maximum opportunity to enroll in the most appropriate offering(s) for their career goals.

Meeting the Needs of Special Populations

Courses, instructional strategies, and equipment may be modified to ensure that special populations have equal access to the full-range of learning experiences and skill development in Business Education. Individual needs of students must be

determined by assessments of their interests, abilities, and special needs. Once individual needs have been determined, a support service program, planned cooperatively with the vocational teacher and support personnel, may be initiated.

A separate program or course may be developed if special needs' students cannot develop competencies needed for Business Education occupations in the mainstream environment even with support services. Separate programs must be of the same quality and scope as programs provided for non-handicapped and non-disadvantaged students. Special strategies that may be used in separate programs include instruction and support services designed to help students overcome barriers created by their specific needs or situations.

CONCEPTUAL FRAMEWORK FOR BUSINESS EDUCATION

The Business Education Conceptual Framework provides an example of the order of program offerings for a given situation in a comprehensive program. Business programs taught in single periods should follow the sequence shown in the "courses" columns. Business programs taught in multiple periods (block of two or three periods) should follow the sequence shown in the "modules" columns. There are three sequenced business education occupational programs leading to entry-level employment and/or postsecondary education.

Accounting and Computing Occupations - Students develop job competencies in occupations concerned with systematically recording financial information into accounts and quantitative records. Students who complete this program are prepared for entry-level occupations, such as accounting clerk, payroll clerk, inventory clerk, and bank teller.

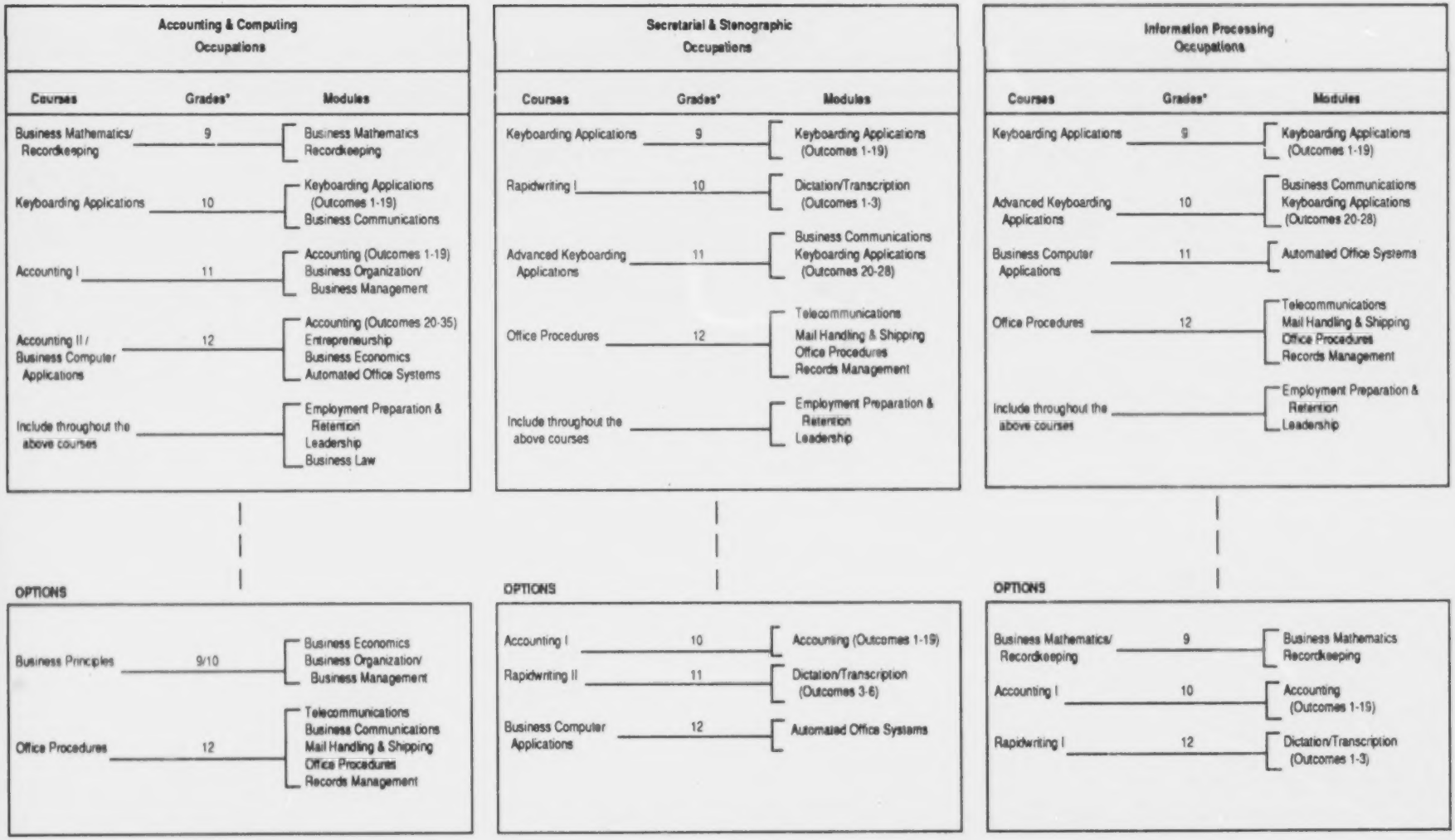
Secretarial and Stenographic Occupations - Students develop job competencies in keyboarding, communication, records and administrative detail management, transcription, and database design. Examples of related careers for students who complete this program are secretary, stenographer, recorder, and transcribing clerk.

Information Processing Occupations - Students develop job competencies in computer applications; information dissemination; and data organizing, classifying, filing, and retrieving.

Examples of related careers for students who complete this program are data entry clerk, correspondence clerk, power typist, and information processor.

Within each program, courses are arranged in the sequence in which they should be taken. Grade levels relate only to courses. Modules listed in an occupational program are to be provided at Area Vocational Centers in Grades 11 and 12. Students may move from one occupational program to another. To complete a program, students must complete the sequence of courses or modules in the newly selected program. Students may change their occupational program, but they may not indiscriminately select courses.

BUSINESS EDUCATION
CONCEPTUAL FRAMEWORK



*Grade levels relate only to business programs taught in single periods in comprehensive high schools. Area Vocational Centers are designed for Grades 11 and 12 only, and the corresponding modules should be arranged accordingly.

STATEMENT OF DELIMITATIONS

This course of study is a document limited to minimum requirements and job component core courses. Requirements are expressed in terms of student outcomes. The competency-based outcomes are minimum. They may be expanded at the school or system level to meet the community needs and business and industry requirements.

The course of study is not intended to be used as a curriculum guide and does not include learning activities. Curriculum guides that include activities, teaching methods, resources, and student evaluations may be developed at the state, system, and/or school level.

While attempts were made to review current literature and research pertaining to curriculum development nationwide, student outcomes will need to be updated as new occupations and technologies emerge.

This course of study is designed to give teachers the flexibility to rearrange outcomes to meet student instructional needs. While some optional courses are indicated in the graphic section of the conceptual framework, only a brief description of each optional course is provided. Student outcomes for these optional courses are not included.

CORE COURSES

For those school systems whose curricular design is in a single discipline format, these course descriptions represent typical courses. These courses are composed of the student outcomes listed in the modules of this course of study. The course descriptions state the corresponding module(s) taught in each course.

ACCOUNTING I is designed to place emphasis on basic principles, concepts, and procedures of accounting. Students are introduced to techniques of keeping special types of business records and are taught ways to use various types of related office equipment. This course corresponds to the Accounting Module: Outcomes 1-19.

ACCOUNTING II offers increased emphasis on the "why" of accounting and a blend of advanced accounting principles and procedures using modern accounting tools. This course corresponds to the Accounting Module: Outcomes 20-35.

ADVANCED KEYBOARDING APPLICATIONS is designed to provide in-depth analysis of word processing applications and development of advanced level skills in communication and document production using electronic typewriters, microcomputers, and text editors. Instruction emphasizes the creation, revision, retrieval, storage, and printing of documents. This course includes the Business Communications Module and the Keyboarding Applications Module: Outcomes 20-28.

BUSINESS COMPUTER APPLICATIONS is designed to provide students with skills in microcomputer technology and business applications. The emphasis is on understanding and using integrated software with basic business applications. Students are introduced to database, word processing, graphics, and spreadsheet software packages. Students also receive an introduction to telecommunications and desktop publishing. This course corresponds to the Automated Office Systems Module.

BUSINESS LAW is designed to acquaint students with the basic legal principles common to business activities: the law of contracts, bailments, commercial paper, insurance, business organization, employment, and real and personal property. Emphasis is placed upon business law as it affects young adults with focus on the legal rights and responsibilities of students as citizens, consumers, and employees. This course corresponds to the Business Law Module.

BUSINESS MATHEMATICS/RECORDKEEPING is a basic business course. Business Mathematics is taught first semester, and Recordkeeping is taught second semester. Business Mathematics emphasizes skills needed by consumers as well as office workers. Students review and apply fundamental mathematics skills, establish habits of neatness and accuracy in working with numerical information, and develop the ability to organize numeric information. Recordkeeping is designed to introduce students to the development of recordkeeping procedures for both personal and business use. Recordkeeping also introduces students to accounting. This course corresponds to the Business Mathematics Module and the Recordkeeping Module.

KEYBOARDING APPLICATIONS is designed to enable students to develop the touch method in operating keyboards, such as electronic typewriters, data entry terminals, and microcomputers. Emphasis is placed on formatting skills for producing letters, reports, manuscripts, tables, and outlines. Special emphasis is given to word division, spelling, punctuation, capitalization, numbers, symbols, and keying from rough drafts. This course corresponds to the Keyboarding Applications Module: Outcomes 1-19.

OFFICE PROCEDURES is designed to aid students in becoming more skillful in the operation of a modern office. Emphasis is on personality development and work attitudes that are necessary for on-the-job success. Students are involved in activities that require the use of problem-solving abilities. Communication, computational, and keyboarding skills are integrated into the instructional units through the use of office simulations. Office Procedures is considered a capstone course and is recommended immediately prior to work-force entrance. The Conceptual Framework lists the prerequisite courses. This course includes the Telecommunications, Mail Handling and Shipping, Office Procedures, and Records Management Modules.

RAPIDWRITING I is designed to enable students to use short forms of writing. It includes rapid and accurate reading of shorthand plate material, notes, and transcribed dictation. The second half of the year emphasizes rapid and accurate writing of shorthand notes from previewed new-matter dictation. Development of correct machine transcription/word processing techniques and the production of mailable copy are included in Rapidwriting I. This course corresponds to the Dictation/ Transcription Module: Outcomes 1-3.

OPTIONAL COURSES

BUSINESS PRINCIPLES is designed as a basic business course that covers those aspects of the business world that every person should know to fulfill the role of consumer, worker, and citizen. This course provides a basic knowledge of the ways business functions and helps students become more discriminating buyers of goods and services, more productive workers, and more useful citizens. Modules applicable are Business Economics and Business Organization/Business Management.

RAPIDWRITING II is designed to refine skills in keyboarding and language arts and to apply these skills in the production of mailable transcripts. Emphasis is placed on students developing the ability to take dictation of previewed new material at increasingly higher speeds for longer periods of time and to transcribe mailable copy at acceptable job-entry rates. This course corresponds to the Dictation/Transcription Module: Outcomes 3-6.

BUSINESS EDUCATION

ACCOUNTING MODULE

The Accounting Module is designed to give students an understanding of recording, classifying, and summarizing business transactions and events with insight into interpretation and reporting of the resulting effects upon business. Automated accounting principles are integrated.

TOPICS	STUDENT OUTCOMES
	Students will
CALCULATOR/KEYPAD SKILLS	1. Perform calculating functions by using the touch system.
	2. Solve basic addition, subtraction, multiplication, and division problems.
ACCOUNTING CYCLE	3. Prepare a beginning balance sheet in correct form by applying the basic accounting equation.
	4. Record an opening entry in a general journal.
	5. Open ledger accounts and post an opening entry to the ledger.
	6. Analyze business transactions from source documents.
	7. Journalize transactions and prove and rule journals. - Cash journals - Combination journals - Special journals
	8. Post one month's journal entries to ledger accounts.
	9. Compute balance column amounts in ledger accounts with debit and credit entries.
	10. Prepare a trial balance.
	11. Complete a six- and an eight-column worksheet.

TOPICS	STUDENT OUTCOMES
	Students will
ACCOUNTING CYCLE (continued)	12. Record and post adjustments.
	13. Journalize and post closing entries.
	14. Prepare financial statements. - Income statement - Capital statement - Balance sheet
	15. Prepare a post-closing trial balance.
	16. Interpret financial information.
	17. Endorse checks using restrictive, blank, and endorsement-in-full.
	18. Maintain a checkbook.
	19. Reconcile bank statements and make related journal entries.
PAYROLL	20. Gather payroll information and maintain employee payroll records.
	21. Journalize and post payroll information.
	22. Prepare employer's payroll tax reports.
SPECIALIZED ACCOUNTING APPLICATIONS	23. Establish and maintain petty cash records.
	24. Prepare and pay vouchers.
	25. Calculate and journalize interest and principal on notes.
	26. Compute the cost of inventory.

TOPICS	STUDENT OUTCOMES
	Students will
SPECIALIZED ACCOUNTING APPLICATIONS (continued)	27. Calculate and journalize allowance for bad debts and bad debts expense. 28. Calculate and journalize allowance for depreciation and depreciation expense. 29. Calculate and journalize entries to dispose of fixed assets. 30. Prepare reversing entries for accrued accounts. 31. Complete invoices in correct form. 32. Inspect material received for completeness. 33. Post entries to a cash record book from cash proof forms. 34. Post entries directly to subsidiary ledgers from invoices, credit memos, and checks. 35. Manipulate integrated accounting software packages. - General ledger - Accounts receivable - Accounts payable - Inventory - Payroll

BUSINESS EDUCATION

AUTOMATED OFFICE SYSTEMS MODULE

The Automated Office Systems Module is designed to teach students ways to use computers as business tools through the use of business application software.

TOPICS	STUDENT OUTCOMES
	Students will
INTRODUCTION	1. Define automated office terminology.
	2. Describe the automated office systems cycle.
	3. Identify representative automated office systems equipment, components, and media.
	4. Identify the advantages of processing documents using automated office systems equipment.
	5. Demonstrate diskette-handling procedures.
	6. Perform preventive maintenance on MS/DOS driven computers, printers, and diskettes.
	7. Operate MS/DOS driven computers, printers, and diskettes.
	8. Interpret instructions on a work requisition.
WORD PROCESSING	9. Create documents.
	10. Input text. - Insert - Replace - Delete - Center - Underline

TOPICS	STUDENT OUTCOMES
	Students will
WORD PROCESSING (continued)	11. Edit and revise documents. - Insertions - Deletions - Block edits - Codes - Block indentations - Required spaces/hyphens/ returns - Format changes on line, pages, margins, and tabs
	12. Paginate documents.
	13. Create headers/footers, super/ subscripts, and footnotes.
	14. Use spelling check capabilities.
	15. Save documents.
	16. Retrieve documents.
	17. Perform file management function.
	18. Use help menu.
	19. Print documents. - Selected text - Entire document
	20. Address envelopes.
	21. Use DOS capabilities.
DATABASE MANAGEMENT	22. Design a file.
	23. Add forms to a file.
	24. Edit selected forms.
	25. Delete selected forms.
	26. Generate reports.

TOPICS	STUDENT OUTCOMES
	Students will
DATABASE MANAGEMENT (continued)	27. Print reports and/or labels.
	28. Save a file to a diskette in a database management system.
	29. Retrieve a file from a diskette in a database management system.
ELECTRONIC SPREADSHEET	30. Enter data and formulas at desired locations using a spreadsheet software program.
	31. Delete headings.
	32. Set cell styles.
	33. Type values in cells.
	34. Create formulas.
	35. Recalculate formulas.
	36. Print a spreadsheet.
	37. Save a file to a diskette in an electronic spreadsheet system.
	38. Retrieve a file from a diskette in an electronic spreadsheet system.
	39. Apply a spreadsheet program to a typical task. - Balance sheet - Break-even analysis
GRAPHICS	40. Produce graphics and text documents using a desk-top software package.
INTEGRATED APPLICATIONS	41. Merge a database application and a spreadsheet application with a word processing document.

TOPICS	STUDENT OUTCOMES
	Students will
TELECOMMUNICATIONS	42. Process electronic mail.
	43. File and retrieve documents using an electronic system.
	44. Identify the components of a telecommunication system. - Computer - Modem - Teleconferencing network system

BUSINESS EDUCATION

BUSINESS COMMUNICATIONS MODULE

The Business Communications Module is a review of grammar and an introduction to the composition of business letters and reports. Students will become skilled in reading, writing, and listening procedures and will develop an understanding of psychological principles (verbal/nonverbal) involved in business communications.

TOPICS	STUDENT OUTCOMES
	Students will
RELATING	1. Use good human relations skills.
	2. Develop an individual communication style.
LISTENING	3. Demonstrate an ability to listen effectively and efficiently.
	4. Relate listening skills to job success.
	5. Evaluate speeches.
SPEAKING	6. Plan, outline, and deliver a short speech. - Informative - Persuasive
	7. Apply the C's of communication. - Correct - Concise - Clear - Coherent
READING	8. Interpret business communications and/or reports with comprehension and speed. - Main idea - Specific information - Conclusions - Facts versus opinions

BUSINESS EDUCATION

BUSINESS COMMUNICATIONS MODULE

TOPICS	STUDENT OUTCOMES
	Students will
DICTATING	9. Dictate messages and/or letters. - Machine - Person-to-person
WRITING	10. Explain the importance of "tone." Examples: friendly, direct
	11. Discuss methods of obtaining desired results.
	12. Demonstrate knowledge of letter styles, formats, and mechanics of business letters and other types of communications.
	13. Plan the content of communications. Example: informal outline
	14. Write grammatically sound, complete sentences.
	15. Write sentences with correct punctuation, capitalization, abbreviation, and numbers.
	16. Proofread and edit written material.
	17. Compose business letters. - Response - Refusal - Sales - Claims - Acknowledgment - Transmittal - Request - Credit - Collection - Social - Recommendation

BUSINESS EDUCATION

BUSINESS ECONOMICS MODULE

The Business Economics Module emphasizes basic economic concepts necessary for an individual's participation in a capitalist system as a wage earner, a business owner, a producer, and an investor.

TOPICS	STUDENT OUTCOMES
	Students will
BASIC CONCEPTS	1. Identify basic characteristics (concepts) of the American economic system.
	2. Identify factors of production.
	3. Identify functions of marketing and money.
	4. Explain the three basic economic questions facing any society. - What goods and services should be produced? - How should goods and services be produced? - For whom should goods and services be produced?
	5. Demonstrate ways in which the basic economic questions may be answered by tradition, by command, and by the price system.
GOVERNMENT AND ECONOMICS	6. Identify and explain likely and unlikely governmental economic activities and their impact on the economy.
	7. Classify major government receipts and expenditures as federal, state, or local.
PRICING	8. Determine the results of a change in demand or supply.
	9. Compare desirable and undesirable results in the use of a price system.

BUSINESS EDUCATION

BUSINESS ECONOMICS MODULE

TOPICS	STUDENT OUTCOMES
	Students will
PRICING (continued)	10. Illustrate the concept of opportunity cost from the standpoint of an individual and of society.
ECONOMIC GROWTH	11. Classify factors that encourage or discourage economic growth.
	12. Identify costs and benefits resulting from economic growth.
	13. Interpret graphs showing changes in one economic measurement over a period of time.
	14. Demonstrate value fluctuation of an individual's real income during deflation and inflation.

BUSINESS EDUCATION

BUSINESS LAW MODULE

The Business Law Module is designed to make students aware of individual rights and responsibilities in our society and the basic legal principles relevant to students' roles as citizens, consumers, and employees.

TOPICS	STUDENT OUTCOMES
	Students will
BASIC CONCEPTS	1. Demonstrate an understanding of common legal terms.
	2. Explain the kinds and uses of insurance.
	3. Distinguish between criminal and civil law.
	4. Demonstrate an understanding of the judicial system.
CONTRACTS	5. Identify the elements of an enforceable contract.
	6. Determine which elements of an enforceable contract are present in a case situation.
	7. Determine whether a transaction is supported by contractual capacity.
	8. Classify types of agreements as legal or illegal.
	9. Cite examples of valid and invalid consideration.
	10. Classify contracts that fall within the statute of frauds.
COMMERCIAL PAPER	11. Describe basic kinds of commercial paper.
	12. Identify original and secondary parties to commercial paper.
	13. Summarize requirements of negotiability.

TOPICS	STUDENT OUTCOMES
	Students will
COMMERCIAL PAPER (continued)	14. Prepare basic endorsements used in negotiating commercial paper.
OWNERSHIP	15. Identify forms of ownership and their transfer.
BAILMENTS	16. Specify the requirements of bailments.
RIGHTS AND RESPONSIBILITIES	17. Explain the consumer's rights and responsibilities.
	18. Identify rights and responsibilities in legal relationships. - Employer/employee - Landlord/tenant
	19. Interpret and apply legal principles to business and personal situations.

BUSINESS EDUCATION

BUSINESS MATHEMATICS MODULE

The Business Mathematics Module is designed to help students improve computational skills and apply them to business situations.

TOPICS	STUDENT OUTCOMES
	Students will
WHOLE NUMBERS	1. Solve problems of single- and multiple-digit whole numbers. - Addition and subtraction of multiple-digit whole numbers - Multiplication and division of single- and multiple-digit whole numbers
	2. Use addition, subtraction, multiplication, and division to solve word problems with whole numbers.
DECIMAL NUMBERS	3. Solve problems consisting of dollars and cents. - Reading and writing decimal numbers - Rounding decimal numbers to a given decimal place - Adding, subtracting, multiplying, and dividing decimal numbers
	4. Solve word problems with decimal numbers.
MIXED NUMBERS	5. Convert numbers to different forms. - Fractions to percents - Decimals to percents - Common fractions to mixed numbers - Common fractions to decimals - Decimals to common fractions or mixed numbers - Percents to decimals

BUSINESS EDUCATION

BUSINESS LAW MODULE

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RIGHTS AND RESPONSIBILITIES	17. Explain the consumer's rights and responsibilities.
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BUSINESS EDUCATION

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MIXED NUMBERS	5. Convert numbers to different forms. - Fractions to percents - Decimals to percents - Common fractions to mixed numbers - Common fractions to decimals - Decimals to common fractions or mixed numbers - Percents to decimals

BUSINESS EDUCATION

BUSINESS ORGANIZATION/BUSINESS MANAGEMENT MODULE

The Business Organization/Business Management Module gives a general overview of national and international business and the social and economic environments of business. It emphasizes the basic concepts of management and the characteristics, organization, and operation of business as a major sector of the economy.

TOPICS	STUDENT OUTCOMES
	Students will
BASIC CONCEPTS	1. Distinguish among various types of business organizations in the local area.
	2. Identify the major characteristics and methods of financing the different forms of business organizations.
	3. Discuss the impact of technology, credit, and organized labor on a business.
	4. Identify the role and responsibility of business organizations with regard to a variety of legislative and social concerns.
	5. Describe the function of the banking system and the money supply in the economic system of the United States.
	6. Identify various types of insurance policies and determine suitable personal insurance programs.
MANAGEMENT	7. Explain the role of planning, organizing, motivating, and controlling functions of management.
	8. Describe "classic" theories and research studies, and detail the implications these theories and studies have for managers.

TOPICS	STUDENT OUTCOMES
	Students will
MANAGEMENT (continued)	9. Use decision-making and problem-solving tools and techniques in reaching conclusions and in making decisions and recommendations; justify each decision by providing a rationale and tracing the techniques used.
	10. Distinguish among various leadership styles. - Advantages - Disadvantages - Effects on workers
	11. Describe and develop budgeting and time-management plans for specific case-study problems.
	12. Apply processes, techniques, and strategies that constitute effective communications. - In group settings - With another person - In feedback sessions - In analyzing case studies
	13. Construct a job design, and detail the techniques integral to the design that should maximize an employee's performance.
	14. Describe and use appropriately specific management techniques, such as management by objectives, program evaluation and review, flow charting, and specialized mathematics.

TOPICS	STUDENT OUTCOMES
	Students will
MANAGEMENT (continued)	15. Detail those factors that constitute ethical behavior for managers together with the impact such behavior has on individuals, society, and the business environment.
	16. Describe various management positions and functions.
	17. Relate employer authority to employee job responsibility.
	18. Select the most effective communication system(s) for a given situation.
INTERNATIONAL TRADE	19. Describe the effects of competition and the profit motive in our economic system.
	20. Contrast the American enterprise system with other economic systems, and explain how national economics are measured.
	21. Discuss ways exchange rates are set and the role they play in foreign trade.
	22. Differentiate between real and apparent standards of living among peoples of different countries.
	23. Generalize reasons for business investments in foreign industry.

TOPICS	STUDENT OUTCOMES
	Students will
INTERNATIONAL BANKING	24. Illustrate methods of payments for international transactions.
	25. List services provided by the banking industry to foreign trade.
	26. Describe ways that banks transact business with overseas counterparts.
INTERNATIONAL TRANSPORTATION	27. Give examples of ways that international shipments are transported from one country to another.
	28. Determine the required arrangements and paperwork for international transportation.
	29. Develop an understanding of how title and risk pass from seller to buyer in foreign trade.
AMERICAN BUSINESS OFFICE	30. Compare the American business office with the foreign business office.
	31. Give examples of how the computer affects foreign trade.
	32. Identify the types and uses of equipment in international business.
GOVERNMENT'S ROLE IN FOREIGN TRADE	33. Outline the role of trade in the United States' foreign policy.
	34. Explain ways that governments protect their local industry from foreign competition.

TOPICS	STUDENT OUTCOMES
	Students will
GOVERNMENT'S ROLE IN FOREIGN TRADE (continued)	35. Identify federal government agencies that monitor imports.
	36. Recognize ways in which the federal government restricts access to American know-how and selected products.
	37. Describe uses of federal and state government assistance in exporting American products.
INTERNATIONAL BUSINESS CAREERS	38. Explore various career paths available in international business.
	39. Determine ways to change international perceptions, stereotypes, and prejudices affecting international trade.
	40. Compare customs and cultures of major trade countries that affect cultural interactions on an international basis.
	41. Discuss the impact of foreign holidays on international trade.
	42. Recognize the importance of knowing a foreign language.
	43. Examine the effects of terrorism on international trade.
	44. Explain how and where disputes between citizens of different countries are settled.
	45. Explain the importance of protecting intellectual property in foreign trade. - Copyright - Patent - Trademark

BUSINESS EDUCATION

DICTATION/TRANSCRIPTION MODULE

The Dictation/Transcription Module is designed to enable students to use a form of rapidwriting system (symbol shorthand, notehand/abbreviation system, or machine shorthand) with proficiency. Emphasis is placed on reading and writing from notes, taking dictation, and transcribing material into mailable form.

TOPICS	STUDENT OUTCOMES
	Students will
RAPIDWRITING	1. Read and write using an abbreviated writing system. - Alphabetic form - Theory - Abbreviated forms - Phrases
	2. Read aloud from an abbreviated writing system at a rate of at least 200 words per minute.
	3. Take dictation using acceptable dictation techniques from unfamiliar material of 1.5 syllable intensity for at least three minutes. - 40 wpm-----completion of first semester - 70 wpm-----completion of second semester - 90 wpm-----completion of second year
	4. Transcribe dictated material (unfamiliar, office-style) into mailable form using a typewriter or word processor at a minimum transcription rate of 30 words per minute.

BUSINESS EDUCATION

DICTATION/TRANSCRIPTION MODULE

TOPICS	STUDENT OUTCOMES
	Students will
DICTATION EQUIPMENT	5. Operate transcribing equipment using correct techniques.
	6. Transcribe machine-dictated material into mailable form at a minimum rate of 40 words per minute.

BUSINESS EDUCATION

EMPLOYMENT PREPARATION AND RETENTION MODULE

The Employment Preparation and Retention Module provides students with the opportunity to develop skills needed to examine career opportunities and to seek, obtain, and maintain employment.

TOPICS	STUDENT OUTCOMES
	Students will
CAREER PLANNING	1. Define labor force components.
	2. Identify and discuss sources of employment information.
	3. Examine job opportunities in a selected office occupation.
PREEMPLOYMENT PREPARATION	4. Compose and type employment documents. - Résumé/vita/personal data sheet - Letter of application - Application form - Follow-up letter
	5. Demonstrate job interview skills. - Knowledge and research of company/position - Effective listening and speaking techniques - Appropriate dress and grooming
	6. Evaluate job offers.
	7. Define legal responsibilities of employer and employee.
	8. Complete payroll forms.
MONEY MANAGEMENT	9. Develop a personal budget.
	10. Complete an income tax return.

BUSINESS EDUCATION

EMPLOYMENT PREPARATION AND RETENTION MODULE

TOPICS	STUDENT OUTCOMES
	Students will
INTERPERSONAL RELATIONS	11. Identify and exhibit desirable work attitudes. - Teamwork/cooperation - Objectivity (act rather than react) - Initiative - Consideration
	12. Identify personal traits that affect human relations. - Productivity - Dependability - Courtesy - Adaptability - Self-reliance
	13. Exhibit good grooming and follow business dress codes.
BUSINESS ETHICS	14. Examine and compare emerging work ethics.
	15. Recognize inconsistencies in work ethics, and describe ways to resolve these inconsistencies.
	16. Examine future work trends and their impact on individual work ethics.
	17. Demonstrate work values in context with a variety of environmental demands. - Trustworthiness - Dependability - Confidentiality - Loyalty - Diplomacy - Productivity

TOPICS	STUDENT OUTCOMES
	Students will
BUSINESS ETHICS (continued)	18. Recognize ethical issues that arise in different business functions. - Unfair wages - Dishonesty on job applications - Substance abuse - Work incompetence - Freedom and authority conflicts with supervisors - False advertising - Harrassment
	19. Discriminate between ethical and unethical computer practices. - Copyright infringement/ pirating - Fraud - Invasion of privacy - Hacking - Data manipulation
	20. Develop realistic expectations of work settings. - Demands - Responsibilities - Satisfaction - Rewards
	21. Define responsibilities of employers and employees in a variety of job situations. - Loyalty versus obedience - Work habits - Power structure - Deadlines - Business etiquette - Attendance

TOPICS	STUDENT OUTCOMES
	Students will
BUSINESS ETHICS (continued)	22. Examine moral development and the need for virtuous conduct. - Moral point of view - Consequences of unethical choices - Moral sensitivity
	23. Distinguish between personal ethics and social ethics. - Personal judgments - Religious beliefs - Subcultural background - Rules of conduct - Standards of behavior
	24. Observe rules and follow accepted policies.
CAREER ADVANCEMENT	25. Investigate career advancement opportunities. - Educational - Occupational
ALTERNATE WORK SCHEDULES	26. Explore alternate work schedules. - Flextime - Telecommuting - Cottage industry - Job sharing - Shift work
JOB TERMINATION	27. Compose and type a letter of resignation.
	28. Train a replacement.
	29. Participate in an exit interview.

BUSINESS EDUCATION

ENTREPRENEURSHIP MODULE

The Entrepreneurship Module consists of a general overview of business ownership, traits of entrepreneurs, development of a business plan, decisions on locating a business, and legal issues of business ownership.

TOPICS	STUDENT OUTCOMES
	Students will
OWNERSHIP	1. Describe and give examples of types of small businesses.
	2. Describe the advantages and disadvantages of various forms of ownership. - Proprietorships - Partnerships - Corporations - Franchises - Cooperatives
BUSINESS PLANNING	3. Identify personal characteristics and skills needed for success as an entrepreneur.
	4. Identify the reasons for planning for entrepreneurship.
	5. Complete a business plan work sheet. - Description and justification of business - Legal considerations - Market analysis - Location analysis - Physical plant layout - Equipment and facilities - Management plan - Financial plan - Personnel needs - Competition survey

BUSINESS EDUCATION

ENTREPRENEURSHIP MODULE

TOPICS	STUDENT OUTCOMES
	Students will
MARKETING	6. Determine capital needs involved in establishing a new business.
	7. Identify the various sources for financing a new business.
	8. Identify important marketing activities.

BUSINESS EDUCATION

KEYBOARDING APPLICATIONS MODULE

The Keyboarding Applications Module is designed to enable students to develop the touch method in operating keyboards, to input data, and to produce business documents. Emphasis is placed on formatting skills for producing letters, reports, manuscripts, tables, and outlines. Special emphasis is given to word division, spelling, punctuation, capitalization, numbers, symbols, and keying from rough drafts.

TOPICS	STUDENT OUTCOMES
	Students will
TOUCH METHOD	1. Demonstrate knowledge of various types of typewriters and/or computers.
	2. Demonstrate and use basic parts of typewriters and/or computers.
	3. Demonstrate correct keyboarding techniques.
	4. Insert, align, and remove typewriter paper and/or printer paper.
	5. Keyboard sentences and paragraphs using various keys. - Alphabetic - Numeric - Symbol - Fraction
	6. Keyboard "made" fractions using a combination of symbols and numbers.
CORRESPONDENCE	7. Type memorandums on different forms of paper. - Plain paper - Preprinted form
	8. Type letters in mailable form from longhand notes and rough-draft copies.

BUSINESS EDUCATION

KEYBOARDING APPLICATIONS MODULE

TOPICS	STUDENT OUTCOMES
	Students will
CORRESPONDENCE (continued)	9. Type letters in mailable form with special notations. - Attention line - Subject line - Postscript - Enclosure notation - Copy notation - Page headings
CARBONS	10. Prepare correct carbon copies. - Onionskin - Carbon packs
ENVELOPES	11. Type addresses on envelopes and/or postcards. - OCR format - Different sizes - Special notations - Labels
TABLES	12. Type and/or rule tabulated material consisting of tables, columns, and rows of figures. - Tables with two or more columns - Table placement using vertical and horizontal centering
CARDS	13. Type cards of various sizes. - Ruled - Unruled
OUTLINE	14. Type an outline. - Roman numeral alignment - Alpha/numeric sequence - Topic outline format
MANUSCRIPTS/REPORTS	15. Type manuscripts and/or reports.

TOPICS	STUDENT OUTCOMES
	Students will
EDITING	16. Proofread, edit, and correct typewritten copy. - Use of proofreader's marks - Detection of errors - Correction of drafts
COMPOSITION	17. Compose material at the typewriter. - Correct grammar usage and spelling - Idea development - Complete sentences - Paragraphs - Special applications
STRAIGHT COPY	18. Type straight copy. - Correspondence using alphabetic keys - Straight alphabetic unfamiliar material of 1.5 syllable intensity at a rate of 45 net wpm on a five-minute timed writing or local industry standard
MINUTES	19. Type minutes of a meeting. - Side headings - Hanging side headings
STATISTICAL MATERIAL	20. Type statistical material. - Correspondence using numerals - Numeric tables with hands on numeric keys - Statistical reports with leaders - Statistical material at a rate of 45 net wpm on a five-minute timed writing - Tables in ruled and boxed format

BUSINESS EDUCATION

KEYBOARDING APPLICATIONS MODULE

TOPICS	STUDENT OUTCOMES
	Students will
FILL-INS	21. Type fill-ins. - Duplicated letters - Forms - Bulletins - Job applications
ELECTRONIC EDITING	22. Edit letters and documents. - Word-division errors - Context errors - Spelling errors - Formatting errors
	23. Arrange standardized paragraph correspondence.
INPUT, STORE, AND OUTPUT FUNCTIONS	24. Input, store, and output handwritten and typed documents.
PRODUCTIVITY	25. Organize materials to set work priorities.
	26. Use reference materials effectively.
	27. Demonstrate speed and accuracy in producing copy necessary for on-the-job performance.
	28. Demonstrate ability to cope with pressure, to handle interruptions, and to follow written and oral instructions.

BUSINESS EDUCATION

LEADERSHIP MODULE

The Leadership Module places emphasis on developing leadership skills; establishing career goals; learning parliamentary procedures; and promoting participation in school, community, social, and civic activities. This module helps students develop abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.

TOPICS	STUDENT OUTCOMES
	Students will
INTRODUCTION	1. Define leadership.
	2. Describe situation leadership.
	3. Discuss the characteristics of effective leadership.
ORGANIZATION	4. Organize and plan a program of work.
	5. Prepare an agenda by identifying the correct order of business.
PARLIAMENTARY PROCEDURE	6. Identify purposes of parliamentary procedure.
	7. Identify and make motions.
	8. Define parliamentary terms.
PUBLIC RELATIONS	9. Introduce individuals.
	10. Invite and introduce speakers.
	11. Prepare and deliver an effective public speech.
	12. Exhibit appropriate social behavior.
	13. Identify factors contributing to good public relations.
	14. Write a usable news release.
	15. Plan and organize an educational trip.

BUSINESS EDUCATION

LEADERSHIP MODULE

TOPICS	STUDENT OUTCOMES
	Students will
PUBLIC RELATIONS (continued)	16. Recognize the importance of affiliation with local, state, and national chapters of the student organization. 17. Conduct community service projects.

BUSINESS EDUCATION

MAIL HANDLING AND SHIPPING MODULE

The Mail Handling and Shipping Module is designed to enable students to gain the knowledge and skills necessary to process incoming and outgoing mail, to identify mailing and shipping procedures, and to select the most feasible method of service.

TOPICS	STUDENT OUTCOMES
	Students will
INCOMING MAIL	1. Use a date stamper and retain an envelope when appropriate.
	2. Sort and route mail.
	3. Forward mail.
OUTGOING MAIL	4. Use a United States Zip Code Directory.
	5. Prepare material for mailing.
	6. Select proper mailing classification. - Weight - Timeliness - Economy
	7. Stamp mail with correct postage. - Manually - Mechanically
	8. Identify special mail services.
SHIPPING	9. Select the most efficient shipping methods for given situations. - Importance - Timeliness - Economy
	10. Prepare goods for shipping. - Packing - Weighing - Labeling

BUSINESS EDUCATION

OFFICE PROCEDURES MODULE

The Office Procedures Module is designed to aid students in becoming more skillful in the operation of the office. Emphasis is on handling routine office tasks. Skills are refined through integrated projects and task and job simulations.

TOPICS	STUDENT OUTCOMES
	Students will
INSTRUCTIONS	1. Follow written and oral instructions.
CORRESPONDENCE	2. Identify various types of business correspondence.
	3. Edit correspondence.
	4. Compose correspondence.
RECEPTION	5. Receive office visitors. - Greet - Screen - Direct and/or escort
	6. Maintain an appointment calendar.
REFERENCE MATERIALS	7. Select proper reference materials for given situations.
	8. Use reference books and materials. Examples: telephone directory, almanac, office/ company procedures manual, atlas/maps, postal manual
INVENTORIES	9. Maintain an inventory of office supplies.
	10. Order and receive office supplies.

BUSINESS EDUCATION

OFFICE PROCEDURES MODULE

TOPICS	STUDENT OUTCOMES
	Students will
INVENTORIES (continued)	11. Check, control, and distribute supplies.
	12. Maintain a file of suppliers.
TRAVEL	13. Identify modes of transportation.
	14. Use airline guides.
	15. Discern time zones.
	16. Determine the most economical mode of travel.
	17. Identify capital cities for routing.
	18. Consult various sources for travel information. - In-house travel department - Travel agents - Personal/employer recommendations
	19. Determine trip details. - Destination(s) - Departure and return dates - Accommodations/reservations - Preparation of travel vouchers - Procurement of tickets
	20. List information found in an itinerary.
	21. Plan and type an itinerary.
	22. List schedules.
	23. Select and list lodging information.
	24. Prepare an expense report.

BUSINESS EDUCATION

OFFICE PROCEDURES MODULE

TOPICS	STUDENT OUTCOMES
	Students will
WORK PRODUCTIVITY	25. Organize a work environment for efficiency.
	26. Prioritize tasks.
	27. Schedule time to complete tasks.
SAFETY	28. Recognize good work attitudes that affect safety on the job.
	29. Identify major causes of work-related accidents.
PHOTOCOPYING	30. Operate copying equipment.

BUSINESS EDUCATION

RECORDKEEPING MODULE

In the Recordkeeping Module, students will develop job-entry skills in single-entry recordkeeping; establish a foundation for further study in double-entry accounting; gain an elementary insight into the organization, operation, and control of business through use of fundamental recording activities; and learn methods for keeping personal records.

TOPICS	STUDENT OUTCOMES
	Students will
BASIC SKILLS	1. Compare names, numbers, and addresses for accuracy.
	2. Arrange numbers and dates.
	3. Write legibly in manuscript and cursive forms.
	4. Demonstrate simple filing rules. - Numeric - Chronological - Alphabetic
	5. Record receipts in a receipt book/record of cash drawer collections.
	6. Balance and prove a cash register report.
BANKING	7. Prepare a bank deposit from cash receipts.
	8. Maintain a checking account. - Checkbook balance calculations - Check endorsements - Bank statement reconciliations
PETTY CASH	9. Write petty cash vouchers.
	10. Classify business expenses for a voucher system payment.
	11. Record vouchers in a petty cash book.

BUSINESS EDUCATION

RECORDKEEPING MODULE

TOPICS	STUDENT OUTCOMES
	Students will
PETTY CASH (continued)	12. Determine a cash shortage and/or cash overage.
	13. Replenish a petty cash fund.
BUDGETING	14. Maintain personal budget records.
	15. Prepare budgets. - Student - Single person - Family
RETAIL SALES	16. Prepare sales slips.
	17. Calculate sales taxes.
	18. Maintain records for charge customers.
	19. Record sales returns and allowances.
	20. Prepare customers' statements of account.
PURCHASING	21. Maintain stock record cards.
	22. Prepare purchase requisitions.
	23. Maintain a record of goods expected.
	24. Prepare price quotation cards.
	25. Prepare purchase orders.
	26. Check accuracy of purchase invoices.
	27. Maintain a purchases journal.
WHOLESALE SALES	28. Prepare sales invoices.

TOPICS	STUDENT OUTCOMES
	Students will
WHOLESALE SALES (continued)	29. Maintain journals. - Sales - Cash receipts
PAYROLL	30. Calculate hours from employees' time cards. - Regular - Overtime
	31. Prepare a payroll register. - Employee wages - Employee deductions
	32. Prepare a currency breakup and a memorandum for payroll.
	33. Maintain an employee's earning record.
	34. Prepare withholding tax reports.
BUSINESS REPORTING SYSTEMS	35. Maintain retail business records. - Cash receipts journal - Cash payments journal - Checkbook/bank statement - General ledger - Income statement

BUSINESS EDUCATION

RECORDS MANAGEMENT MODULE

The Records Management Module is designed to expose students to the principles of filing and retrieving business records manually and electronically. Students will acquire knowledge and skills necessary to identify and assemble the supplies and equipment for a filing system in alphabetic, geographic, subject, and numeric order and to index, file, and retrieve from those systems.

TOPICS	STUDENT OUTCOMES
	Students will
FILING SUPPLIES/ EQUIPMENT/FILING TERMINOLOGY	1. Describe three types of filing cabinets.
	2. List methods of filing records.
	3. Identify types of cards.
	4. Identify "cuts" for file folders.
	5. Establish and/or maintain files.
	6. Select and apply file folder labels.
	7. Prepare drawer labels and assemble file folders with tabs, captions, and guides.
FILING SYSTEMS	8. Index, code, sort, file, and find materials using various filing systems. - Alphabetic - Subject - Geographic - Numeric - Chronological
	9. Prepare a cross-reference sheet and/or guide.

BUSINESS EDUCATION

RECORDS MANAGEMENT MODULE

TOPICS	STUDENT OUTCOMES
	Students will
FILING SYSTEMS (continued)	10. Establish and maintain files. - Card-tickler file - Business card file - Clipping file - Desk drawer confidential file
RETRIEVAL OF MATERIALS	11. Locate missing or misplaced materials. - Correct use of requisition and substitute cards - Placement of out-guide and/or folder-in file for retrieved material - Maintenance of a transfer file
	12. Discuss three methods of charging out materials.
	13. Demonstrate principles of transferring and retaining records.
CROSS-REFERENCE MATERIALS	14. Select files to be requested in more than one way.
CLASSIFIED CONFIDENTIAL FILES	15. Follow procedures established to protect vital records.
UPDATE SYSTEMS	16. Determine ways to improve existing filing systems.
ALTERNATE FILING SYSTEMS	17. Use a centralized and/or decentralized filing system.
	18. Identify electronic and computerized filing procedures and techniques.
	19. Identify micrographic filing systems.

BUSINESS EDUCATION

RECORDS MANAGEMENT MODULE

TOPICS	STUDENT OUTCOMES
	Students will
ALTERNATE FILING SYSTEMS (continued)	20. Process material for micrographic filing. - Microfiche - Microfilm 21. Transfer files to micro center. - Filing printouts - Purging files

BUSINESS EDUCATION

TELECOMMUNICATIONS MODULE

The Telecommunications Module provides skills in transmitting and receiving information electronically. Students will learn how to use machines to exchange information by voice, images, text, and data.

TOPICS	STUDENT OUTCOMES
	Students will
TELEPHONE PROCEDURES	1. Demonstrate proper telephone etiquette in making or receiving calls. - Clarity - Courtesy - Friendliness
	2. Answer the telephone properly. - Identify self and caller - Provide assistance
	3. Take telephone messages.
	4. Interrupt and terminate calls.
	5. Demonstrate resourcefulness in locating telephone numbers. - City telephone directories - Personal directories - Company directories
LONG-DISTANCE TELEPHONE SERVICE	6. Identify types of long-distance services and select the most economical service according to the situation. - Direct-dialed calls - Operator-assisted calls - International calls - Credit card calls

TOPICS	STUDENT OUTCOMES
	Students will
LONG-DISTANCE TELEPHONE SERVICE (continued)	7. Compare and compute charges for long-distance calls. - Rates for direct-dialed calls - Rates for operator-assisted calls
	8. Identify time zones and calculate time differences.
	9. Explain long-distance directory assistance.
	10. Describe wide-area telecommunications service.
TELEPHONE EQUIPMENT AND SPECIAL SERVICES	11. Distinguish between various types of telephone equipment. - Rotary-dial - Touch-tone
	12. Discuss telephone systems. - Key telephone systems - Private business exchange system (PBX) - Centrex telephone system
	13. Identify and select special equipment. - Speakerphone - Mobile phone - Automatic answering machine - Personal paging equipment
	14. Identify special telephone services. - Conference calling - Videophone meeting service - Speed calling - Call forwarding - Call waiting

BUSINESS EDUCATION

TELECOMMUNICATIONS MODULE

TOPICS	STUDENT OUTCOMES
	Students will
TELECOMMUNICATION SERVICES	15. Prepare for sending electronic mail messages. - Teletypewriter service - Facsimile - Telegram - Mailgram - Communicating text editors - Communication satellites
	16. Discuss various methods of telecommunications. - Electronic mail - Audio conferencing - Video conferencing - Electronic blackboarding
	17. Determine appropriate media for distributing various communications.

COOPERATIVE TRAINING

Cooperative training is a teaching method used in some occupational preparation programs. It includes supervised, on-the-job training and related classroom instruction. Each cooperative student is supervised by a teacher-coordinator. Students attend classes part of the day and work in an approved work setting a minimum of three hours and a maximum of five hours per day. Together with the on-the-job training sponsor and the student, the teacher-coordinator develops a training agreement and an individualized training plan that identifies learning experiences designed to meet the student's occupational objective.

Written training agreements include:

(1) Provisions for the employment of student workers in conformity with federal, state, and local laws and regulations and in a manner not resulting in exploitation of student workers for private gain.

(2) Related occupational instruction in school.

(3) Payment of the prevailing wage for employment to student workers or reduced minimum wage approved by appropriate federal or state agency.

(4) School credit awarded for on-the-job training.

In the classroom, students receive instruction related to their on-the-job training experiences. The training plan outlines the sequential classroom instruction and on-the-job training a student is to receive. The training plan is the basis for evaluating the student's progress on the job and in the classroom. A minimum of 540 hours of on-the-job training is required for a student to meet the objectives of this program.

VOCATIONAL STUDENT ORGANIZATIONS

Vocational Student Organizations (VSOs) provide a unique instructional method for attaining the student outcomes identified in each vocational program. The VSO activities are considered part of the instructional day as they are directly related to the competencies, goals, and objectives of the program.

Participation in any VSO provides students with various opportunities to:

Develop leadership skills.
Enhance vocational preparation.
Work together as a team.
Become productive citizens in a democracy.
Strengthen critical-thinking skills.
Facilitate and encourage personal development.
Develop human relations skills.
Gain recognition for accomplishments.
Develop decision-making skills.
Foster a respect for the dignity of work.
Develop skills for family and community living.

A Vocational Student Organization (VSO) is an integral part of each program area's curriculum. The following VSOs are approved by the Alabama Board of Education:

National FFA Organization (FFA)
Distributive Education Clubs of America (DECA)
Future Business Leaders of America (FBLA)
Health Occupations Students of America (HOSA)
Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)
Technology Student Association (TSA)
Vocational Industrial Clubs of America (VICA)

All local VSOs are affiliated with the state and national associations and are supported by membership dues and fund-raising efforts. Any student enrolled in a vocational education course or program is eligible for membership in the vocational student organization associated with that program.